DOCUMENT RESUME

ED 135 920 UD 016 817

AUTHOR Bull, Patricia A.
TITLE City College Advisory Workshop; 1974-1975.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE 75
NOTE 100p.; New York City Board of Education Function No. 09-53606; parts of Appendix A- Appendix E are marginally legible due to print quality of the original document

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Individualized Programs; *Information Centers; Inservice Education; *Open Education; Program Effectiveness; *Program Evaluation; *Resource Centers; Teacher Education
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III; New York (New York)

ABSTRACT

This report contains a description and evaluation of the City College School of Education Advisory Service Workshop Center for Open Education, a program funded under Title III of the Elementary and Secondary Education Act of 1965. The program is a free resource facility for all participants in the school process; teachers, administrators, paraprofessionals, parents, graduates and undergraduate students interested and involved in open education in the New York City area. The Center's activities range from demonstrations to independent work on special projects and from a single visit to repeated use. Facilities and programs include: workshops, meetings, discussions, a library, film showings, consultations with staff, speakers and informal sharing. The evaluation of the program consists of classroom observation, teacher interviews, and a review of the reports and data that cover the three year period of funding. Findings indicate that at the close of its third year of Title III funding the Advisory Workshop Center continues to fulfill program goals and objectives. (Author/AM)

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EVALUATION REPORT

Function Number: 09-53606

ED135920

CITY COLLEGE ADVISORY WORKSHOP

1974-1975

Patricia A. Bull

An Evaluation of a New York City School District Project Funded under Title III of the Elementary and Secondary Act of 1965 (PL 89-10) Performed for the Board of Education of the City of New York for the 1974-75 School Year

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CHAPTER I

THE PROGRAM-BACKGROUND AND THREE YEAR OVERVIEW

The City College School of Education Advisory Service Workshop Center for Open Education is a free resource facility for all participants in the school process - teachers, administrators, paraprofessionals, parents, graduates and undergraduates - interested and involved in open education in the New York City area. The Workshop Center was established in 1972 under the sponsorship of the Board of Education of the City of New York and City College. It is funded under Title III of the Elementary and Secondary Education Act of 1965 and by grants from the Ford Foundation and the Rockefeller Brothers Fund. Its director and founder is Lillian Weber, Professor of Elementary Education at City College.

The Workshop Center's focus has continued in its aim to support the professional growth of school people in their efforts to effect desired changes in the learning environments for children. The Center's activities range from demonstration to independent work on individual projects and from a single or one-time use to continuous or extended use. Facilities and program includes workshops, discussions, library, meetings, film showings, consultations with staff, speakers and informal sharing.

The outgrowth of two programs, namely, the Open Corridor and the City College Advisory Service to Open Corridors, the Workshop Center was five years in the making dating back to 1967 when the first Open Corridor was created by Professor Weber. At that time the aim was to explore the possibilities within the massive urban schools for

reorganization that would better support learning at different primary grade and ability levels. In such a corridor grouping of five classrooms, materials and experiences were shared and activities readily and manageably accommodated. The corridor representing a new community, gave teachers in the Open Corridor an opportunity to organize their rooms so that a child could work independently or in small groups. Teachers could also guide the child in providing the materials that would reinforce skills, but arouse an interest, stimulate thinking and generate problem solving.

Gradually, over a five year period, the Open Corridor became widely known as an example of change within the old traditional organizational structures and spread to 13 schools, 90 teachers and approximately 3,000 children. The entire progression was built on a basis of voluntarism on the part of parents, teachers and administrators. What resulted is a teacher support system which developed in three steps.

CHANGE IN THE SCHOOLS:

As the Open Corridor project expanded, so did the need for Advisors, as part of the support services for teachers who were working to open their classrooms. In 1970, with the help of Ford Foundation funds, the City College Advisory Service to Open Corridors was organized to train Advisors who would serve as guides, mentors, counselors, and aids to Open Corridor teachers in their attempts to change. Today, the Advisory Service provides onsite assistance to more than 200 teachers, working alongside them in the classroom and meeting with them after school hours.

CHANGE IN TEACHER EDUCATION PROGRAMS:

The City College School of Education from its early involvement has maintained a strong connection with the Open Corridor project. In 1971, it initiated a Master's program, "The Child and the Individualized Curriculum",

to support the further development of teachers who have reorganized their classrooms. In addition, the Summer Institute for Open Education has been incorporated as a regular feature of the department's annual calendar, thus providing a three-week concentrated experience to teachers, administrators, paraprofessionals, and parents who are active members of Open Corridor communities.

THE WORKSHOP CENTER:

By the spring of 1972, there was little doubt that these new efforts to construct an alternative to traditional public schools in New York City - the Open Corridor, the City College Advisory Service, the City College involvement, the Summer Institutes - were galvanizing the interest of hundreds of teachers, principals and parents. Participants' interest continued to grow. The teachers who had gotten underway with the help of the Advisors, needed a place to continue their development. In addition, there was now a growing number who were trying without advisory support to make first steps toward open education and who would need help and reinforcement, as would parents, cooperating supervisors, paraprofessionals, and custodians. For open education demands of its practitioners not only a profound rethinking of the craft of teaching and the nature of children's learning but also the kind of active retraining that is provided far more effectively in the workshop format. The concern about the special requirements for work in open education culminated in the creation of the WORKSHOP CENTER in the fall of 1972. The Workshop Center came into being to serve the ripple effect of earlier activities and became a central facility to serve the continuity of teacher development.

Needs Identified in Original Proposal

Teachers already working in open classrooms needed a center where they could continue their professional development independently and where they could search out what would be useful to support their decisions on planning and curriculum. Teachers who were beginning to make changes in their classrooms as a result of what they had heard about

the first open classrooms needed help. They had seen that it is possible to build on children's natural curiosity to learn and to provide interesting, meaningful developmental experiences for children within the structures of the ordinary public school. They needed help in analyzing just what went into creating such success -- the understandings, the organization, the planning and curriculum, the recording, the institutional support.

The Creation of a Project Plan to Meet Identified Needs

The original Elementary and Secondary Act Title III proposal, filed in 1972, provided needed funds for the Workshop Center to serve as a resource facility for teachers, administrators, paraprofessionals, parents, and others interested and involved in open education in the New York City area. Through its programs and activities, the Workshop Center has become a source of information to those seeking first contact with open education.

Activities at the Center emanate from the long-range goals of offering opportunities for continuity of professional development, services (on-site and off) for beginners in open education, and dissemination of what has been learned. Participants are to become active learners and active agents of their own growth.

The Program objectives were established in the context of fluent goals which acknowledge open education as an on-going, developmental process. The process flows from each year of operation and has been seen as a continued progress of attainment in some measure of all long term

goals. Evaluation is in terms of "process", "growth forward", increasing capability".

The original product objective (1972) was the need for a Center which would conduct workshops, seminars, and the like in open education; which would give all involved in the school process opportunities to work with new materials (and old) in new ways; which would provide information and consultation services to those seeking to move towards open education; and which could disseminate what was learned and report in new directions and implementations. The project objectives remain in the development of good understanding and practices of open education which:

provide support to school personnel in classroom organization and interaction, planning and curriculum and recording and bilingual development

build institutional support for open classroom development as well as an understanding of the rationale of open education

incorporate experiences of open education into the structures of teacher education

These program objectives are met through the experiences of the Workshop itself as a facility whose organization provides the starting points for educators seeking change. Workshops are organized in such a way as to parallel the classroom and to foster participants' reflection in their Workshop experiences. Achievement of each objective has occurred since 1972 through:

small group intensive workshops

large group introductory workshops

free access to exploration of materials

access to consultation with advisors

participant experience in organizing the Workshop for their own experiences

participant experience in building a pool of resources from which they could draw in planning curriculum

the sharing of participant recording experiences which would lead to growth in understanding of the purposes and skills of recording

opportunities for exploration, consultation and development of experience in:

classroom development, organization and structure

curriculum planning, development and implementation

recording of activities, etc. to support the further development of open education

beginning activities that can be used by teachers seeking entry points for effecting change

helping bilingual teachers develop and use bilingual materials for an open setting

extending the expertise and understanding of the Workshop Center as a prime resource in the field

The assumption that the participant will develop an understanding rationale implicit in implementing open education underlies all workshop activity.

Activities at the Center include demonstration, independent work in individual projects, one-time or continuous use of the Center. Facilities include workshops in exploration of materials for curriculum, seminars dealing with problems in class and school reorganization, publications, a darkroom, library, meeting space, film showings and

individual or small group consultations with staff.

Use of the Workshop Center is voluntary, to school and school related personnel. Participants can experience organized workshops in a particular area and are encouraged to enroll in multiple sessions in the same area, so as to pursue a piece of work to some depth, to enrich their grasp of material or to begin independent projects.

As a result of being in the program, participants gain an active understanding of the rationale of open education and the components for implementation. Participants can use the experiences of the Workshop Center in their own open education classrooms. Teachers are helped to organize their classrooms for children's responsible participation in the work necessary for use and reuse of the resources in the environment. Participants experience the development and use of a resource pool to aid in the development of classroom curriculum. Participants in the Workshop learn to prepare, use and understand logs or notebooks of their work and how to add to their continually developing pool of resources.

Mostly, the Workshop experience gives the teacher an opportunity to rediscover his/her own way of learning in an atmosphere that encourages reflection. Reflecting on one's own learning process assists the teacher in building trust of the child's learning process, as well as understanding the process. These things happen as a result of the workshop facility, program and staff.

On-going Workshops are prepared for full use by participants and offer supportive how-to sessions for beginning teachers. The Workshop Center offerings include:

Workshops in exploration of materials for curriculum (Make and Take Materials in Reading and Math; Problem Solving with Maps and Charts; Integrating Art in a Junior High School Curriculum; Natural Materials: Water, Sand)

publications that disseminate information and analysis of open education developments (Notes from the Workshop Center published four times a year, duplication of newspaper articles, positions papers, and curriculum bulletins)

darkroom, library, kitchen for work and projects applicable to classes (making pinhole cameras: kitchen physics; workshop and film production; photography; mounting and display; laminating to preserve creative productions)

space for meetings, film and showings and individual or small group consultations with staff. (Observation and record keeping of advisors that represent individual focus and interest in aspects of classroom interaction and curriculum development.)

Workshop scheduling represents a significant staff involvement that reflects a range of careful assessments of growing and deepening participant needs to addressing different aspects of topics related to issues in open education. Scheduled Workshop sessions are thoughtfully and purposefully planned and are listed on a monthly calendar. The published calendar is sent to all district principals throughout the New York City area so that school personnel can be informed regularly on a monthly basis of the Workshop Center offerings and opportunities for continuing professional growth.

Summary of Changes Prior to the 3rd Year of Funding

Use of the Workshop Center, funded in part by Early and Secondary Education Act, Title III, exceeded all expectations. The demand in-

deed, for more services in other areas of the city has resulted in giving periodic assistance to those wishing to organize similar centers.

At the end of the first year 3408 parents, paraprofessionals, teachers and administrators had made use of the Center. The figure for the second year of 3798 shows considerable increase in Center use. The vast bulk of attendance figures represent use by teachers and school personnel who without steady on-site support, are making changes in their classrooms.

The first year evaluation report analyzing interviews with participants gave evidence of Workshop Center support for continuity of development and the growth of understanding of rationale.

The Workshop Center continued in its 2nd year to develop its capability to serve professional needs in providing participants opportunities to conduct investigative work in process, talk with other teachers and share problems and solutions, to have access to available materials and to translate experiences into reorganizing their classrooms. The facility has been a center where participants can revitalize their feelings about themselves as learners and in the process develop new insights about learning. Realizing how valuable staff interest and support were to their experience, participants came to understand their role as teachers and the learner role with new respect. Evidence of Workshop Center materials and experiences added to the participant

pool of resources can be seen in any classroom visit.

In addition to the use of the Workshop Center by working teachers during the 4-8 P.M. hours, time and space have been increasingly scheduled for paraprofessional and administrative sessions. Increasingly, teachers working in bilingual classrooms have attended the Workshop Center. City College faculty and students as individuals have increasingly joined the 4-8 P.M. sessions and attendance figures for the earlier daytime hours show increasing use by City College classes. The calendar published for a typical month shows an enormous all day use of the Center. This growth in all-day use of the Workshop Center that makes possible the translation of additional long term goals into third year product objectives, for institutional growth, for increasing use as resource by bilingual school personnel, for incorporation into the teacher education structure of City College. Inquiries, letters and visits from the area and beyond, result from the materials which are disseminated from the Workshop Center. The impact of disseminated materials can be seen in the classrooms and schools where participants work and is often the subject of staff meetings at these schools. Analysis of Workshop Center experience and the experiences of the participants -- teachers, parents and administrators, City College faculty and students -- are being shared in these materials. At the writing of the third year Title III funding application these materials included: 6 issues of Notes; 15 Calendars;

1 bulletin on evaluation; Evaluation Reconsidered; 1 bulletin on Science, Science in the Open Classroom; 1 bulletin on Math, Explorations of Visual Phenomena; 1 position paper on reading, Reading Failure and the Tests; 1 full-length brochure, Workshop Center for Open Education. The second year evaluation study reported that the Workshop Center had made a considerable impact on elementary education in New York City and that participant assessment of the Workshop Center was predominantly positive in providing useful unique services, in influencing participant understanding of open education and in their application of learnings in their classrooms. The Advisory Workshop Center program has been in operation during the entire school year, September 1974 through June 1975.

CHAPTER II

EVALUATION PROCEDURES

The evaluation procedures which the Board of Education Title III Consultant Evaluator followed are in accord with the Understandings discussed and agreed to as a result of Melvin Goldberg's September 12, 1974 revision of the 1974-75 Evaluation Design (See Appendix A Martin Olanoff, Project Liaison letter). The plan of evaluation for the City College Advisory Workshop for the third year was to integrate the past three years in a summative evaluation report. The evaluation activities were directed toward drawing upon the findings of the previous two reports with particular emphasis on the Advisory Workshop participant's professional growth related to specific project objectives of:

participants' use of open classroom techniques

children's use of materials in open classrooms

availability and use of the pool of resource materials in open classrooms

observation of teacher's ability to prepare and use notebooks (logs)

extent to which there is administrative support for open classroom practices

attendance figure on bilingual personnel and college faculty

The Consultant Evaluator set about the evaluation task by first seeking an intensive and comprehensive exposure to the Advisory Workshop facility, its staff and its program offerings and operations. An extensive examination of the Workshop's dissemination materials was

undertaken. A comprehensive understanding of the Advisory Workshop philosophy, theory and practice was sought.

Another focus of understanding was directed to the Workshop participants to begin to trace the effects of the Advisory Workshop as evidenced in their schools and classrooms. The evaluation procedures herein described follow the Evaluation Design.

The Consultant Evaluator observed and interviewed teachers who had participated in Advisory Workshop experiences in a varied span of time and with different frequencies and involvements over the three year period of Title III funding. The classrooms which the Consultant Evaluator visited and made observations with interviews were classrooms of teachers who had used the City College Advisory Workshop.

A total of fifteen teachers were randomly selected from a list provided by the Advisory Workshop. The teachers represented three somewhat discrete groups according to the following categories:

> Five teachers who have made use of the Advisory Workshop Center over a period of time and are implementing open classroom practices in their classrooms and who have no additional advisory support, doing it solely from Workshop Center contacts.
>
> Five teachers who have used the Advisory Workshop over a period of time and are implementing open classroom practices in their classrooms who have had short-term advisory support.
>
> Five teachers who have used the Advisory Workshop on an on-going basis and are implementing open classroom practices in their classrooms and who have had on-going support on a long-term basis.

The fifteen teachers were contacted by telephone and asked if they would be willing to participate in the Title III Evaluation of the City College Advisory Workshop Project. The procedures for the evaluation were described to each teacher during the telephone contact and an explanation was given to communicate the evaluation objectives. Each teacher was given an opportunity to express any concern which the evaluation activities might raise with respect to anticipated problems in connection with a classroom visit, observations, and convenience of interview scheduling. Another point was also addressed which had to do with the comfort or discomfort the teacher might feel in so far as supervisory or administrative constraints or restrictions were concerned. If there was any possibility that the evaluation activities might produce negative consequences, the request was withdrawn. Where the teachers was free to participate in the evaluation, the proper and standard procedures were done by the teacher and the evaluator so that the school visit could be accomplished. Where the teacher could not participate for whatever reason, another teacher was randomly selected from the list provided the Title III Consultant Evaluator.

A total of 12 visits were made to the Workshop Center between November 1974 and June 1975. (November 7, 14, 15, 16, 21, 22, 23, March 12, 13, 14, 25, 26, April 10, 11, 12, June 16, 17).

A total of 12 visits were made to the schools between November 1974 and May 1975. (November 8, March 24, April 14, 15, 16, 29, 30, May 5, 6, 7, 8, 9).

Evaluation activities included Advisory Workshop visits to observe staff meetings, workshop sessions, listen to formal and informal presentations and lectures or demonstrations, extensive interactions with the Workshop Director, Lillian Weber, and staff. Time was spent in reading participant logs, notebooks and examining materials which were available or produced in the Workshop. The library, woodworking shop, science unit and other Workshop areas were inspected. A general familiarization took place over an extended period of five months through a range of focused activities.

CHAPTER III: FINDINGS

ASSESSMENT OF INDIVIDUAL CONTRIBUTIONS AND METHODS IN THE PROCESS GOALS OF THE WORKSHOP CENTER

At the close of its third year of Title III funding The Advisory Workshop Center has continued to demonstrate its accomplishments in fulfilling program goals and objectives. There is an accumulating body of documentation, materials and other evidence to support and substantiate progress toward the goal of developing good understanding and practice of open education for participants involved in the Workshop Center. It can also be shown that support to school personnel has been provided in classroom organization and interaction, planning curriculum, recording and bilingual development. There is evidence which shows that institutional support for open classroom development has been increased and expanded and that more school administrators are permitting teachers to open their classrooms and to an increasing extent, are actually facilitating the process in giving active leadership to treachers expressing an interest in the open classroom rationale or seeking to implement open classroom practices. The Workshop Center has also accomplished greater incorporation of experiences of open education into the structure of teacher education.

Such accomplishments have continued through an organic and orderly expansion and development rather than an instantaneous or abrupt change. The changes have been a continuous process, thoughtfully planned and guided with clear goal sightings and necessary corrections along the way. Individual contributions of persons and methods in the process goals of the Workshop Center reflect some of those directions and represent extensions into the third funding year. The list is a lengthy one and would be impossible to completely detail in this report. A representative sampling

can be presented, however, and a relatively adequate picture be provided in the presentation.

Major directions and project extensions this year have been:

increase in bilingual involvement and programming

more upper level curriculum offerings

principals' luncheon meetings

principals' visiting other cities

a staff member's visit to West Coast art projects at own expense

Roots of Open Education Conference marking the Bi-Centennial and honoring Marion Brooks and other open classroom leaders

National Institute for Education affiliation

Participation in the North Dakota Study Group for Open Education

Mini-course offerings

special expressive arts project for Summer 1975

video documentation--staff training in video tape technology and the training of others

City College intern in elementary education contribution

afternoon film showings

visits to other advisories (Boston, Philadelphia) by staff

new equipment donated by CCNY Physics Department and use by physics students

extension of photography work; staff member involvement in International Center for Photography at Cornell University

visits to New York School for the Deaf and Lexington School

mural workshops

A sampling of methods (planning, programming, advising) follow.

A SAMPLING OF WORKSHOP CENTER PLANNING, PROGRAMMING, ADVISING

WORKSHOP ADVISORY STAFF MEETINGS

The Workshop Advisory Staff provides a rich, diverse source of professional guidance and support for Workshop participants. Their continuing growth is insured in the on-going stimulation made possible through regularly scheduled Advisory Meetings. The content of such meetings are summarized as follows (September 1974 - June 1975):

Projections and opening responsibilities for Workshop staff

Report on evaluation and documentation work at Prospect School Summer Session

Curricular documentation; two teachers' plan for Affrican studies; tape of discussion of Medieval Studies in P.S. 75

Discussion of article, "The Gifted Child" (by Jung)...Video of tesselation

Report on teacher planning... An African Trip... Comment on statistical forms. Planning for Convent weekend

A discussion of language program assessment: from Cazden, from Eridson on bilingual programs

Teachers' perceptions of child development (from teacher interviews)

Environmental Studies

Sessions with participants in the Prospect School 1974 summer program

Session with Principals

Art and Expression, Report on school curriculum workshops

Ethnic groups that make up the New York City Community (Dominican Independence Day, Chinese New Year, Black History Month)

Visits to Afro-American Caravan and to the Studio Museum of Harlem

"Psychology of Bilingualism, Memory and Information Processing"

Open Education in Puerto Rico

New York School for the Deaf

Social Development (two sessions)

Documentation of Open Education

Showing of video tape of shadow play workshop

Report on a visit to West Coast schools with noted art projects

Report on "What Does a Reading Test Test"

Advisor's report on visits to schools

Playing of tape of Dorothy Cotton reminiscenses of the Citizenship Education Program (Roots of Open Education Conference)

Advisors' report on documentation activities (two sessions)

End of year Advisory Report on P.S. 84, "Art and Content Subjects; Content and Reading: What Is Experience?" Primary and Secondary Aspects.

Completion of Reports in July and plan for finishing of reporting.

Reporting on opening--planning for coming year-second week of school year.

Advisory responsibility to maintain positive frame at opening of school in September-How?

Emergency meeting with parents and teachers--Ways of continuing open education in the face of New York City's severe budget crisis and widespread excessing of open education teachers: Discussion and possible alternatives, solutions...

The Workshop Center has grown with the needs which it is pledged to meet. Inspection of planned sessions, meetings etc., serve to verify its practices and congruence with that intent. The most recent fiscal realities and cutbacks have placed the Workshop Center in the most critical and survival stance of its development. The emphasis which has been highly promoted and practiced has been upon problem solving, both by individual staff members and in groups. Problem solving has represented a major method in all areas of the program. The present crisis in funding will put a serious test to the Workshop Center's problem solving capabilities.

ADVISORY WORKSHOP PARAPROFESSIONAL SESSIONS

The role of the paraprofessional is emphasized in open classroom practices. The Advisory Workshop gives special attention to promoting the paraprofessional concept and provides the paraprofessional the opportunity to grow and learn. The following Workshop outline represents the focus and substance of support given the paraprofessional at the Workshop Center and in the classroom.

How are we going to work together this year? Some possibilities:

-- Talk about what we have noticed in our own lives, our children's lives, in the children we teach - in regard to reading. How do people learn to read? What does common sense tell us? What have we seen and observed and learned about reading?

-- Think out ways to involve children in interesting projects that will help them learn to read (and enjoy reading)!

-- Make materials to be used in the classroom with individual children. Small books, reading, games, etc.

-- Discuss individual children who concern us: we can focus on specific children we work with - tell as much as possible about them, their particular problems - and the rest of the group can give recommendations that may help the child.

-- Look at the work of some children to see what we can learn from it; writing, drawing, etc.

What do we assume <u>about reading</u>? Can we reach each child?

1. Reading is not an isolated skill; it involves the whole child - his feelings about himself, his mind and his body, his interests; reading cannot be taught all by itself. It involves the child's language and his experience - and his thinking.

2. People learn things best when they are interested; children need to be interested in things in order to learn them; how can we find out what a child is interested in and how can we interest them in some important things, like reading.

3. Children learn a lot from other children. If a child does not read yet or is having problems, it is better for him to work with children who can read - be surrounded by reading and writing and speaking - rather than be segregated. Children need individual attention, but they also need to be with other, more verbal children.

4. Reading is a very complex thing; learning to read has many aspects. There is no one way to learn to read. People learn in different ways. If we want to know what is right for a child, we have to know a lot about him; it is necessary to really learn about a child in order to find out what is the best way for him to learn to read.

FORMING AND CONTINUING A SUPPORT BASE TAKES COMMITMENT

Teachers' continuity of growth in open classroom practice is nourished through interaction with other teachers and shared planning and decision making. An example of this is as follows:

Dear Corridor Teachers:

In order to continue the often interesting, sometimes exciting, always pleasant corridor meetings, I'd like you to note what topics you would find useful in the future.

We could have corridor meetings devoted to the Language Experience approach to Reading: how spelling/penmanship/grammar could be facilitated. Science "How To" sessions; child development; observations of children; etc.

I'd like some lunch meetings devoted to:

1. _____
2. _____
3. _____

I'd like to lead a meeting about:

_____.

A workshop I would be interested in, would be:

_____.

I can come at 3 on _____, to attend a workshop at 75.
day of week

I would prefer lunch time workshops only. _____
check here

Some materials I would like to have are:

1. _____
2. _____
3. _____
4. _____

Do you want to learn more about a particular material, e.g., rods, pattern blocks, logic blocks, Dienes blocks, balancing; extending dramatic play, block building, etc.?

I'd like a session devoted to using _____ AND _____.

Any other comments, ideas, additions you wish to make, put it down now, or forever ...

_____
_____
_____

Please return this in a reasonable amount of time so that some kind of schedule of meetings for the Fall can be made.

Thanks,

Your name: _____

RESOURCE INVENTORY FOR SHARING MATERIALS

Participants have direct experience with materials and their use in the Workshop and thereby a model facility is provided. Sharing facilities and materials are characteristic open classroom practices where teachers agree to work together. An attempt to inventory and make materials accessible is seen in the example below:

Dear Corridor Teachers:

My resource closet has the following material:

1. set of Logic blocks -- activity cards
2. sets of triangular Dienes blocks with cards
3. acorns for sorting, weighing, counting
4. samples of games for classroom use
5 books on Indians, New York, Science, etc.
6. activity cards for Geo boards, pattern blocks, measuring, etc.

Please feel free to borrow and return to closet:

Date	Name	Item Taken	Check when Returned

INSTITUTIONAL SUPPORT THROUGH ADMINISTRATIVE INVOLVEMENT

An example of the regularly scheduled meeting topics at the Workshop Center which involve school principals is as follows:

OPEN EDUCATION: PROBLEMS OF IMPLEMENTATION - LEADERSHIP FROM THE PRINCIPAL

1. On Quality of School Life - Relationship to staff (teachers, administration, office and custodial personnel), children and parents.

   (a) Framework of Professional Behavior and Responsibilities
   (b) Inclusion in Decision-Making:
   - supply ordering, safety, cleanliness, scheduling;
   - Use of corridors, halls, and toilets, gym, playground, lunchroom;
   - arrival and departure;
   - grouping and the patterns of reporting;
   - recording and planning.

All aspects of school decisions affect the quality of school life. For separate consideration:

2. Record Keeping and Planning
   - Reporting to parents

3. Grouping for Heterogeneity and Retention Policies

4. Curriculum Development and Documentation

5. The Teacher's Classroom Day - Coherence and Integrity of Relationships with Children
   - Use of special personnel
   - Withdrawal of children for special purposes

6. Multi-programmed Schools and Relationships Between Programs

7. Self-capacity for Change - Staff Development
   - The Corridor Structure
   - New Roles for Experienced Teachers
   - New Roles for Parents
   - School Workshops
   - The Workshop Center
   - Intervisitation
   - Visits to Innovative Sites Outside New York

8. Evaluation from All Parties to the Change Process:

   - Children
   - Teachers
   - Parents
   - Paraprofessionals
   - Administration

9. Transitions and Open Education in Junior High School

10. Leadership from the Principal and Relationships to Districts and School Boards

MEETING WITH PARENTS

Parents can provide essential support and energy to extending open education in the schools. A sample meeting is as follows:

Monthly coffee-hour in Corridor (8:30-9:15)

Volunteer group for
- -working in classrooms
- -making things for classes
- -scrounging things for classes
- -working with children in corridor
- -taking children on mini-trips
- -fund-raising (cake sales, craft fairs, etc.)

Initial open hours for parents including
- -refreshments and socializing
- -display of material work
- -corridor walk
- -meeting in rooms

Newsletter for parents (by parents) - on-going information about what's happening in corridor classes (projects, curriculum development)

Parent-teacher workshops - at school or at Workshop Center - exploring use of materials, make-and-take, discussions about children, learning

In the Corridor:...

Organizing student teachers on rotating basis to plan corridor activities

Teachers planning together for corridor activities:

.Corridor sings and other meetings (sharing news, etc.)

.Workbenches, tumbling mats, etc.

.Corridor newspaper

Visiting between classes - sharing interests

Follow-up activities from trips - classes working together on projects arising out of shared experiences.

Older children volunteering in first-grade - a sense of community develops.

Other things:...

Visiting day -- once a week; November through May; 9:30 to 12:00

Reporting to Parents -- explore possibilities

After-school workshops at City College--weekly, monthly, bi-weekly group thing

Workshop sampler - $2.00

Use of corridor money - $60.09

ADVISORY RESPONSE TO AREA SCHOOLS' REQUESTS FOR HELP

The supportive quality of Advisory consultation provided in response to area schools' requests for help is vital to opening classrooms. Evidence of this supportive quality is reflected in excerpts from the documentation in a report prepared by two Advisory Workshop staff members following a day-long visit to a school. The visit was prompted by a request which grew out of some teachers' participation in the Workshop Center, and the consequent widening interest among other school personnel in implementing beginning open classroom practices themselves (an example of the rippling effect nourished by the Workshop Center). In digest form, the work of the two Advisory staff members functioning in a pair and modeling a team, can be summarized:

> "___and I spent a day-long visit at P.S. ___. ___, the principal, had prepared a series of classroom visits and conferences with teachers for those who had requested it. In addition, we held a one-hour lunch-time meeting with about eight teachers. Our discussion centered mainly around general impressions we had gathered during our classroom visits The teachers were extremely eager for advice, particularly in reference to their activities and classroom arrangements. Many of their questions had to do with classroom organization and materials. Also, upper classroom teachers were especially seeking ways to increase and expand the depth of the present surface interests many of their students had...One suggestion we offered to a number of teachers was to concentrate on developing one or a few interest areas rather than expecting a total or quick classroom change.

We suggested that interested teachers meet during one weekly common lunch time to discuss common concerns and share ideas.

...Mr.___, the principal, met with us at the end of the day to express his thanks and to relate his interest in supporting open classroom practices in his school. In reiterating his enthusiasm and hopes for growing interests among some of his teachers, he expressed the wish that there be a continuing and broadening relationship between his school and the Workshop Center..."

(There are great numbers of Advisory staff reports attesting to on-going activities carried out in area schools, including the invitational workshops, consultation visits involving classroom observations, advisory sessions with individuals and groups, and experiences which afford whole staffs and administrators workshops, work with children in demonstration sessions, and providing recommendations related to materials, their availability and use in the classroom.)

WORKSHOP ADVISORY HELPS SHARE BEGINNINGS OF SCHOOL YEAR

Some Workshop Center participants are helped toward deepening their understanding of open education rationale and implementation through direct Advisory assistance in schools where there exists a level of institutional support. An example of such assistance can be seen in the meeting format below:

OPENING TOPICS FOR ADVISORS TO DISCUSS WITH

OPEN CLASSROOM TEACHERS SEPT. '74

1. Professionalism

   A. Safety - supervision of children in classroom, corridors, playground, trips, on school premises.

      Planning for safety in cooking, room arrangement, electrical equipment, wiring, etc.*

   B. Dealing with parents - directing serious problems and concerns of parents to the attention of supervisors as they arise. Professional stance in discussions with parents re: other children in class, other teachers in school, as well as school personnel and other parents.

   *An article on "Safety" by Esther Rosenfeld from the Workshop Center Sampler will be available in print early in September.

2. Classroom Organization (for new teachers)

3. Record Keeping - getting started from the first of the year

   a. Individual Daily Records (teacher's and children's)
   b. Class Diary
   c. Curriculum flow chart or diary
   d. Folder on Child's Work
   e. Individual Reading Records
   f. Reading Assessment

4. Curriculum Adaptation and Response

   We acknowledge that our teachers...are not beginners at curriculum development but have been working on it for several years. What teachers have gathered over the summer was their view of possibilities toward where they will go in their adaptations.

As well as providing new resources and directions, it is necessary for teachers to make connections for children from what was covered last year. Teachers will need to read each other's newsletter and discuss last year's work in order to provide for consolidation and continuity.

5. Documentation

Last year the Open Classroom parents initiated an Open Corridor Newsletter from each class. Advisors helped to facilitate the Newsletter and also taped interviews with teachers at the end of the year in order to get some in-depth samples of curriculum development. The tapes have been transcribed and will be available this month.

Advisors will discuss tree flow charts for teachers to keep posted in a closet or in a notebook in order to track curriculum expansion and development as it branches and grows throughout the year.

6. Review...proposals for Bi-lingual classes

1. Exchange of special talents and proficiencies among bi-lingual classes.

2. Creation of mini-books for supplementary reading based on stories, poetry and curriculum reports of older children for early readers.

The following materials will be shared with the teachers for the purpose of expanding on the topics for discussion:

1. "Open Ended Guides" from Evaluation Reconsidered, Workshop Center, publications May '74.

2. "On Accountability" Celia Houghton, Lillian Weber, Notes from Workshop Center, Dec. '72.

3. "Record Keeping", Bonnie Brownstein.

4. "Children and Curriculum", V. Cramer, Notes, Oct. '73

5. "Art as the Central Experience," R. Lowy, Notes, Spring '74

The above agenda clearly illustrates the developmental characteristics of open classroom practices as well as the broad connectedness to the Advisory Workshop human and material resources.

WORKSHOP CENTER OFFERINGS AND PLANNING BASED ON FEEDBACK

The Advisory Workshop Center plans its program activities on information drawn from formal and informal sources, solicited and unsolicited. One source of vital information comes from participant statements requested periodically following a scheduled workshop session, demonstration, and the like. The standard form is presented below in a reduced size (original form measures 8½"X11"):

WORKSHOP CENTER FOR OPEN EDUCATION

Dear Workshop Participant:

Would you take a minute or two to answer the following questions? The information you give will help us in our future planning. Thank you for your cooperation.

Workshop Center Staff

1.) What did Staff do at any of the workshops that you liked especially?

_____

_____

_____

2.) What did Staff <u>not</u> do that you feel they should have done?

_____

_____

_____

3.) What suggestions, recommendations or other comments do you have about the Center activities?

_____

_____

_____

WORKSHOP ADVISORY STAFF ON-SITE WORKSHOPS IN AREA SCHOOLS

The important function that on-site workshops serve is part of the effort to broaden support for the open classroom concept as the out-reach benefits Workshop participants in the schools. "Thursdays in the Apple, 1974-75", are examples of on-site workshops done by Advisory Workshop Staff at the request of schools in the New York City area. Some of the Workshop's offerings were as follows (September 1974 - June 1975):

Woodworking

Natural Dyes

Science extentions of ongoing class work

Beginning Rods

Attribute Games

Dienes Blocks

Dissection of a chicken

Science extensions of ongoing class work plus an after school science workshop with all faculty

Anatomy workshop

Human body workshop

Afro-American workshop with teachers and students

African curriculum and slide workshop with children

Electricity workshop

Pendulums

Photography workshop with children

African slides with children

Photography workshop with children

RECORD KEEPING

Recording helps the teacher understand what is being learned. Record keeping is an important teacher planning skill, essential in open classroom practice. An example teacher aid prepared by an advisor is demonstrated as follows:

Some thoughts on record keeping

*Do you feel a need to keep records?
Is the purpose clear to you?
Do you feel record keeping can help you to better understand the needs of and to better know your children?

*Is your system responsive to your needs?
Is your system of record keeping too voluminous so that it becomes burdensome?
Does it need to be simplified? How?

*Do you read your records from time to time -- or do you write and forget, until report card time or parent/conference time?
Do you find record keeping helpful in any way?
When going over your records, do you get a clear indication of what that child has been doing?
Is your record keeping specific in relation to children, or is it too general, so that no clear pattern of the child emerges?

*Do you have an idea of what to record?

Sample: "R spent the morning in a productive way."

Do you need more information? In a month from now will you remember if this was a usual occurrence? What he was doing? etc.

Sample: "I worked with B this morning in math; her concepts are good."

What exactly was B doing? In what area of math was she working?

Sample: "L was in a lot of trouble today -- he fought with G and A."

Was this usual for L? Did he always fight with G and A? etc.

(These samples are culled from my own attempts at record keeping.)

*Does your record keeping raise more questions than it answers?

*After you write it down, then what? -- Next step?

Think about:

-record keeping in relation to family grouping and the fact that half the class travels with you the following year.

-record keeping in relation to breakthroughs of children.

-record keeping in relation to the way children think, learn, respond, interact.

-record keeping in relation to your growth as a teacher; what you find useful, your own breakthroughs.

Let's talk about this on Wednesday.

EFFECT OF PARTICIPATION IN THE ADVISORY WORKSHOP CENTER FACILITY ON PARTICIPANTS

This sub-section is organized to report out on the data collected from observations and interviews with teachers; questionnaire responses; assessment of the Center's dissemination materials in the context of the evaluation objectives stated earlier. The questionnaire completed by the fifteen teachers was designed to be an indicator of support to the observations and interview data techniques used by the evaluator.

Evaluator observations were made in each of the fifteen teachers' classrooms during a regular school day. Determinations were made on a presence or absence basis of specific and observable data as they related to evaluation objectives as stated in the evaluation design. A simple Yes/No entry was made based on a one-day classroom time sampling. Interview sessions with individual teachers also produced information which assisted the evaluator to make determinations. The table on the following pages summarizes the evaluator's judgement by categories. (See APPENDIX A: Evaluation Design)

TABLE I EVALUATOR JUDGMENTS BASED ON CLASSROOM OBSERVATIONS AND INTERVIEWS

Key: X = Yes	Category I Non-Advisory Support					Category II Short Term Advisory Support					Category III On-Going Advisory Support				
	Respondant					Respondant					Respondant				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. I reorganize my classroom so that materials available to the children are found in different areas. Observation as above:															
--children move freely about the room without permission	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--spatial arrangements are flexible	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. I reorganize my classroom materials in response to the children's uses (so as to encourage and provide for their free selection of materials) Observation as above:															
--materials are readily accessible to the children	X	no	X	no	no	X	X	no	X	X	X	X	X	X	X
--the teacher tries to modify the content and arrangement of the classroom based upon her observation and reflective evaluation of the childrens' growth	X	no	X	no	X	X	X	X	X	X	X	X	X	X	X
--children work directly with manipulative materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--many different activities go on simultaneously	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--space is divided into activity areas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--activity areas provide for a variety of potential usage and allow for a range of ability levels	X	no	X	no	X	X	no	no	X	X	X	X	X	X	X

TABLE I (continued)

	Category I Respondant					Category II Respondant					Category III Respondant				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. I organize individual and group classroom workspace to foster classroom interaction between and among all members of the class. Observation as above:															
--talking among children is encouraged	X	no	X	X	X	X	X	X	X	X	X	X	X	X	X
--children help one another	X	X	X	no	X	X	X	X	X	X	X	X	X	X	X
--there are a few fixed time periods	X	X	X	no	X	X	no	no	X	X	X	X	X	X	X
--children generally work individually and in small groups	X	no	X	no	X	X	no	no	X	X	X	X	X	X	X
--children generally group and re-group themselves through their own choices	X	no	X	no	X	X	no	no	X	X	X	X	X	X	X
4. I organize the classroom to encourage and support the child's participation in the care of materials. Observation as above:															
--materials are readily accessible to children	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--children work directly with materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--children move freely about the room without asking permission	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--there is an overall sense of community of mutual respect and cooperation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--books are supplied in diversity and profusion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
--the teacher permits and encourages the child's self direct use of materials	X	no	X	no	X	X	no	no	X	X	X	X	X	X	X

A total of fifteen on-site observations, and interviews with the teachers observed were conducted. The observations were divided among the following levels:

observation of the classroom organization and the available pool of materials within it

observation of the children, their use of materials, their activities, their interactions with each other and with the teacher

observation of the teachers with the children

observation of the interaction and activities of teachers with teachers

Category I (Non-advisory support group - n = 5)

In all five classrooms within this category materials identifiable with open classroom education were present. The use of the materials, and the apparent familiarity of the children with the materials, was minimal. Teacher attention and focus was not on the creative utilization of the pool of resource materials and consequently, the children did not seem to feel encouraged to see them.

When the resource materials were used they were used by the class as a whole. There was uniform application of the open classroom technique but with minimal attention to individuality or any sub-groupings of activities. While there were traceable evidences of workshop techniques and materials (e.g. activity areas defined by available materials, animals, puppets) their use was superficial and structured.

The children's attention was teacher centered as was the environment in the room. There was very little, if any, interaction among the children that was not structured and designed by the teacher.

In all but two cases there was minimal, if any, teacher interaction with other teachers. Two teachers somehow found their way to beginning to work with one another and there was a slight degree of activity around planning and combining classes and sharing of materials. The use of commercially prepared workbooks and materials was noticeably high in all five classes. There was no evidence of record keeping, log keeping, notebooks by either the teachers or the children. The evident records were those that dealt with traditional types of functions, such as attendance, testing periods and grades.

Teachers reported that the support received from the administration was that of "permission giving" to try open classroom approaches and techniques. There was not administrative effort felt to help teachers to implement these techniques. Teachers expressed concern about the expectations placed upon them by the school administration with regard to the behavior and discipline of children. One of the teachers who had managed to open the classroom felt that she was being used as a showcase object and received no real support or understanding from the administration. Representative exerpts from interviews:

"I feel very frustrated and very tied up.
I've had very little interaction with the administration"

"I can't talk to her. She overwhelms me. I need
so much from her, but I'm a beggar who doesn't know
how to beg."

"They are afraid of it; they couldn't handle it, they
feel there would be chaos - they're too tradition-minded"

"We need people to work with instead of being alone"

"We need an on-going advisor service and support to
help organize the open classroom"

"There's no real support to do anything. I feel I have to be a little pushy. Worse than that, we don't have teacher development sessions. I think we could use it"

"At first she came in to help (the principal), but as the year went on it was as if I didn't exist. It was as if she didn't know what to do with herself. She let everything get loose and do what you want. I felt very lonely. I had problems organizing but I didn't know anybody else on the faculty who wanted to open their classroom"

"The new principal came and established many rules... about textbooks, wall hangings, children's behavior. There is a lot of pressure on me that reflects on the way I react to the children. So that I can't feel as free as I should and there just isn't anybody I can talk to.

Category II (Short-term advisory support group - n = 5)

In all five classroom and corridors observed, materials were organized into activity areas and much of the activity was observed to be a direct out growth of the organized Workshop Center curricula and programs, (i.e. building blocks, documenting of classroom activities, display of children's activities, measurement activity, puppets).

There was a more sophisticated use and presence of science materials and evidence of curriculum interrelationship than had been observed in the Category I group. For example: animals were used for learning in language development, math, etc.

Children's use of materials indicated a familiarity with them. There was a high degree of children's interaction with each other and less focus on the teachers as was noted in Category I. Most noticeable was the responsibility children took for maintaining materials, cleaning up areas and sustaining their own activity.

The atmosphere of the classrooms in this category indicated a weighting toward teacher direction more than children direction. The activities and scheduling were more teacher directed than not. There was less teacher spontaneity and more prescribing than would be consistent with the techniques of open education. In comparison with category III, the classrooms lacked a liveliness and spontaneity.

There was less teacher interaction with other teachers than that of open education advisory support schools. Sharing of resources and materials was sporadic although consistent.

Record keeping, logs, notebooks, etc., was spotty and inconsistent. Most records presented to the observer had to do with assignment, testing periods, and the like.

Teachers expressed concern about administrative support and expectations around children's behavior and performance. There was an absence of a felt, multi-level support from the administration for open classrooms in most of those interviewed.

Representative excerpts from Interviews

> "We need an on-going advisor service and support to help organize the classroom"
>
> "If I have problems with furniture in the corridor, she (principal) backs me up with the janitors. She's been very open (materials-wide) to the kinds of things I need."
>
> "When I got here in 1971, I got the impression that whatever you were willing to try, you would receive support. I don't even remember being stopped before I actually tried opening my classroom"

"I had to leave one school because they wouldn't let me do anything"

"We formed a district Open-classroom committee; but if you're fighting the administration, and won, even that doesn't help"

"If they hadn't been there (the previous administration) I might not have gone on with that intense kind of education at that time in my life"

"Because of the child-centered feeling in the school in the last 3 or 4 years, the new principal is just kind of riding on that feeling; and is able to attend to those administrative duties that would have been overwhelming had she had to attend to discipline and curriculum and interrelatedness with the parents"

Opening a classroom raises concerns about the noise level which active learners can raise. One fourth teacher related a conversation she had recently had with her supervisor following a series of observation visits to her classroom. She said "It was a busy room." She said when she walked in, it seemed noisy, you know, like noisy noise. (We had things like woodworking, clay, our puppets, everything all in one room. We wouldn't work in the hall cause someone would always complain) and then she got engrossed in all the different things the kids were doing and then she said she really didn't hear all the things that were going on in the other groups around the room. The same supervisor confided that she had been a very strict teacher, and yet she saw no reason why the children couldn't talk when they were doing their work and that they could maintain their focus and activity without bothering others and without being directed every minute by the teacher. My observation went up 100%.

Category III (On-going advisory support - n = 5)

The most overwhelming impression of the corridors and classrooms of this cateogry were:

multiple levels of activity and concentration all occurring at the same time

purposeful business

minimal concern for administrative support because of clear feelings of support

The classrooms and corridors observed reflected the techniques of open education: of a class of 30 children there were at least 12 activity areas being used and in most areas an adult was not present; children's work and materials were posted in the rooms and corridors; there was extensive documentation and logs prepared by children of project sequences; activity was initiated and sustained by the children with evident following of children's interest by the teachers; children worked individually, in pairs, small groups and, in some cases as a total class.

Children's use of materials contained an enthusiasm and excitement that was not found in the two other categories. Children's interaction with each other was maximal and taking of responsibility for materials and areas was extremely evident.

Of the five teachers observed and interviewed this observer had the opportunity to observe an additional 12-14 teachers as to the level of teacher interaction, combining of classes and sharing of resources and materials was high. In most cases more than one adult was present in the open corridor or classroom (paraprofessional, volunteer college student) in an effective manner working with the children in following the interests of the children.

Open education practices were further observed in the use that teachers made of their lunch breaks, coffee breaks, etc.: there was clear indication that these times were being used for planning and sharing.

Administrative support was clearly felt and clearly evidenced by the atmosphere and materials present. On-going advisory support was also evident from written aids and other materials found in the classrooms (See Table 1, p. 33a)

The nature of the record keeping in all classes included posted materials such as flow charts, notations of what the individual child was doing, quotes and notes from discussions with parents, entries by paraprofessionals, and reminders of materials needed. The true techniques of log keeping were not found in all five classes and the logs and notations were inconsistent.

Representative excerpts from Interviews

> "Three years ago we began a kind of gathering of teachers and administrators - a letting of everything out - an exchange of ideas. You didn't feel bad about staying til 5:00 o'clock. Many corridors get together everyday at lunch time. Teachers get together at lunch periods, after three, during their preps - more than a few minutes - making exchanges and solving classroom problems, and very seldom do you see a closed door. There's that 'open door' feeling. "
>
> "Their (students) development as autonomous, thinking, self-relating human beings - I see a developmental growth that is very gratifying. The children do their own recording of the day's activities: they have a daily log; I have a daily log."
>
> "Anything I do with a class I relate to different areas - look at a penny - as a rich source of learning - the roman numerals, Lincoln, and history. What is the penny made of and that's science. Just a simple penny can be a whole wealth of learning. See what's been developed in only a short period."
>
> "The principle really doesn't bug us. It's fantastic."
>
> "In the past there were different workshops from people with different expertise; different ideas and materials available, set up by the administration and you were free if you felt the need to use the workshops."
>
> "This year the present principal and staff are not as aware of what a corridor is, however, she has had enough confidence in me to let me run it and it has been functioning and it has been most spectacular."
>
> "I don't think the present (new) administration has had the time and the flexibility yet to get out of the office and come into the classroom and give support."
>
> "The adult interaction sets the tone, but how it affects the children is the thing."

"Since this is a multi-ethnic, multi-racial, multi-economic classroom, it's amazing how you get very little differentiation based on that."

"For the most part, you get young people interacting based on developmental needs, social needs, physical needs, and you get balances; that's what I think is important. You also see academic growth. It's amazing how it grows out of a child that's satisfied."

We (teachers) did our own setting up, our own planning, which worked out well."

TABLE II TEACHERS' RESPONSES TO QUESTIONNAIRE

QUESTIONS	CATEGORY I NON-ADVISORY SUPPORT (N=5)					CATEGORY II SHORT TERM ADVISORY SUPPORT (N=5)					CATEGORY III ON-GOING ADVISORY SUPPORT (N=5)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Years teaching?	3	4	31	9	8	12	9	9	8	5	2 1/2 yrs.	1	2 yrs	5 yrs	3 yrs
2. Grade levels taught?	pre-school (2-7 yr)	1-6	2-8	7-4-5-8	Pre K., Kg. 4-6	Kgs.	Nur-sery - K	K - 2	5,6	K, 1, 2	2-4th	3-4 (1/2) - K-1 (1/2)	3-4	K-3	4-6
3. Grade level now reaching?	4 year olds	1-6	---	4th	4,5,6	Kgn.	K.	1st	5	2	3 & 4	K-1	4th	K-2	5th and 6th
4. In a bilingual program?	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES	NO	---	NO
5. Part of open corridor now?	NO	NO	NO	NO	NO	YES	NO	NO	YES	YES	YES	YES	YES	YES	YES
6. Extent of teaching experience in open education?															
Considerable	XX	XX				XX	XX	XX			XX		XX	XX	XX
Beginning			XX	XX	XX				XX			XX			
7. Does your school have an assigned Advisory Workshop Staff member?	NO	NO	NO	NO	NO	NO	NO	NO	NO		YES	YES	YES	YES	YES
8. Advisory support you have received?	On-going	On-going		None	Short term	None	On-going	Short term	Short term	Short term	On-going	On-going	On-going	On-going	On-going
9. Learned about Advisory Workshop?	Attend CCNY	Enrolled In open Ed. Pro at CCNY	From friends and a brochure	From calendar received at school	Knew about Prof. Weber	Have an Masters from CCNY	Word of mouth	Knew staff member	Thru fellow leader	Thru a friend	Other teachers in school	stud. at CCNY	L. Weber	CCNY stud.	CCNY student
10. Total number of visits to Center	50	30-40	2	30+ summer	100	20	50(over 3 yrs)	25	10	80 + summer	50	50	---	4	weekly and entire month of July

TABLE II (continued) TEACHERS' RESPONSES TO QUESTIONNAIRE

QUESTIONS	CATEGORY I NON-ADVISORY SUPPORT (N=5)					CATEGORY II SHORT TERM ADVISORY SUPPORT (N=5)					CATEGORY III ON-GOING ADVISORY SUPPORT (N=5)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Used the center in the following ways	ALL	ALL	D&E	ALL BUT F	ALL	A,D,F,G, & H	ALL	ALL BUT B & H	A & C AND SUMMER	ALL	All but B	All but F	ALL	D,E,F	ALL
a. participate in planned activities	X	X		X	X	X	X	X	X	X	X	X	X		X
b. participate in work shop series	X	X		X	X		X			X		X	X		X
c. individual work	X	X		X	X		X	X	X	X	X	X	X		X
d. browse	X	X	X	X	X	X	X	X		X	X	X	X	X	X
e. attend formal talk(s)	X	X	X	X	X		X	X		X	X	X	X	X	X
f. attend planned discussions	X	X			X	X	X	X		X	X		X	X	X
g. talk with staff about specific problems	X	X		X	X	X	X	X		X	X	X	X		X
h. try something new	X	X		X	X	X	X			X	X	X	X		X
11 b. greatest use thru	1) c 2) b	1) a 2) b	1) e	1) a 2) g	1) a 2) b	1) b 2) d	1) a 2) g	1) g 2) a	1) a 2) g-I	1) g 2) c	1) g 2) c	1) a 2) b	1) f 2) d	1) d 2) f	1) a 2) b,c, & g
12. Which factor(s) listed are your major reasons for not coming more often?	incon-venience of hour finish work at 6:00	lack of time or personal constra-ints	lack of time or pers. const.	lack of time or pers. const.	-----	Incon-venience of loc-ation lack of time	writing a thesis	lack of time	lack of time	inconvenience of location	Lack of time	---	Incon-venience of location lack of time	lack of time	I do attend at least once a week
13. Teachers from your school attend center?	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
13b. How frequently?	Few	Few	Few	Once	Reg.	Few	don't know	Few	Few	Regularly	Reg.	Reg.	Reg.	Reg.	Reg.
14. Administrators from your school attend Center	YES	YES	YES	NO	NO	YES		NO	YES	YES	YES	YES	YES	YES	YES
14b. How frequently?	Few	Few	Few	---	---	Few	don't know		Few	Few	Reg.	Reg.	--	Reg.	Few

TABLE III TEACHERS' RESPONSES TO QUESTIONS

Questions -- (Section II)	Category I Non-Advisory Support						Category II Short Term Advisory Support						Category III On-Going Advisory Support				
Key: 0 never; 1 rarely; 2 usually; 3 most of the time; 4 all of the time; 5 not applicable	Respondant Number						Respondant Number						Respondant Number				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
1. I reorganize my classroom so that materials that are available to the children are found in different areas.	3	3	1	3	2		4	4	4	2	2		4	3	4	4	4
2. I reorganize my classroom materials in response to the childrens' uses (so as to encourage and provide for their free selection of materials.)	4	3	3	3	2		4	4	3	1	4		3	4	4	4	4
3. I organize individual and group classroom workspace to foster classroom interaction between and among all members of the class	4	2	3	1	5		4	4	3	3	3		3	4	4	3	4
4. I organize the classrooom to encourage and support the child's participation in the care of materials.	4	3	4	2	2		4	4	4	2	3		4	3	3	4	4
5. I organize the classroom in ways that indicate my respect for the value of each child's work; in ways that foster the children's respect for each other's work.	4	4	4	4	2		4	4	4	2	2		4	3	4	4	4
6. I have developed a pool of resource materials other than that furnished by a prescribed syllabus.	4	3	4	4	4		3	4	Yes	2	3		3	4+	3/4	3	4

TABLE III (continued)

Questions -- (Section II)	Category I Non-Advisory Support					Category II Short Term Advisory Support					Category III On-Going Advisory Support				
	Respondant Number					Respondant Number					Respondant Number				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. I base my planning on observations of children's use of the materials, their activities and experiences and on my knowledge of their interests, needs and development.	4	3	4	2	2	3	4	3	3	4	3	3	3	4	4
8. My selection of activities and experiences for the children increasingly comes from the pool of resources I have begun to develop.	3	3	4	3	3	3	4	3	1	3	3	3	3	2	4
9. I keep a record (notebook) of my experiences at the Workshop Center and use this material as a collection of curricular possibilities for planning.	4	1	1	3	2	1	4	0	0	3	1	2	3	0	4
10. I take note of the children's free selection in the use of materials and from these observations of the children's uses, interests and actual developments, I develop curricular projects.	3	2	4	3	can't follow thru	2	4	2	2	2	3	3	4	3	4
11. I encourage the children's recording of each selection and use and incorporate my own and the children's notations for my future planning and adaptations.	3	4	4	0	2	5		3	0	2	2	1	4	3	4
12. I am mostly responsible for the choice of the supplies and materials, paid for by the school, that are utilized in my class.	4	3	4	1	1	2	0	4	4	4	1	2	3	3	4

TABLE III TEACHER'S RESPONSES TO QUESTIONS BY CATEGORY - SUMMARIZED

Questions	Total	Category I	II	III
Range of years teaching	1-31	3-31	5-12	1-5
Grade levels taught	pre-school- 8	pre-school-8	nursery-6	K-6
Number participating in a bi-lingual program	2	0	0	2
Number participating in an open corridor program	8	0	3	5
Number of respondents with considerable experience	9	2	3	4
beginning	6	3	1	1
Number at whose school an Advisory Workshop staff member is assigned	5	0	0	5
Extent of advisory support received				
none	2		1	
short term	6		3	
on-going	6	2*	1*	5
Learned about Advisory Workshop through				
word of mouth	5	1	4	1
CUNY enrollment	6	2	1	3
written word	2	1		
Prof. Weber or staff member	3	1		1
Range of visits to Workshop	2-100	2-100	10-80	4-50

	Total		used center in the following ways	used most often	used center in the following ways	used most often	used center in the following ways	used most often
All	7		3		2		2	
participate in planned activities	6	7	1	3	3	2	2	2
participate in work-shop series	2		1				1	
individual work	5	1	1	1	2		2	
browse	7	2	2		2	1	3	1

*on-going at center

TABLE III TEACHER'S RESPONSES TO QUESTIONS BY CATEGORY

Questions	TOTAL				Category I				II		III	
	Total		used center in the following ways	used most often	used center in the following ways	used most often			used center in the following ways		used most often	
attend formal talk(s)	6	2	2	1	1	1			3			
attend planned discussions	4	1			2				2		1	
talk w/staff about specific problems	5	3	1		2	2			2		1	
try something new	4		1		1				2			

Major reasons for not coming more often	TOTAL	CATEGORY I	II	III
lack of time or personal reasons	9	3	2	4
Inconvenience of time	6	1	4	1
Teachers from your school attend Center? Yes	15	5	5	5
How frequently? few	7	4	3	0
fairly regular	7	1	1	5
Administrators from your school attend Center? Yes	12	3	4	5
How frequently? few	6	3	3	0
fairly regular	5			5

TABLE IV TEACHERS' RESPONSES TO QUESTIONS

Choice *	Total	Category I Non-Advisory Support	Category II Short Term Advisory Support	Category III On-going Advisory Support
Question 1				
0	0	0		
1	1	1		
2	3	1	2	
3	4	3		1
4	7		3	4
5	0			
Question 2				
0	0			
1	1		1	
2	1	1		
3	5	3	1	1
4	8	1	3	4
5	0			
Question 3				
0	0			
1	1	1		
2	1	1		
3	6	1	3	2
4	6	1	2	3
5	1	1		
Question 4				
0	0			
1	0			
2	3	2	1	
3	4	1	1	2
4	8	2	3	3
5	0			
Question 5				
0	0			
1	0			
2	3	1	2	
3	1			1
4	11	4	3	4
5	0			
Question 6				
0	0			
1	0			
2	1		1	
3	5	1	2	2
4	9	4	2	3
5	0			

* 0 never; 1 rarely; 2 usually; 3 most of the time; 4 all of the time; 5 not applicable

TABLE IV (continued) -41c-

Choice *	Total	Category I Non-Advisory Support	Category II Short Term Advisory Support	Category III On-going Advisory Support
Question 7				
0	0			
1	0			
2	2	2		
3	7	1	3	3
4	6	2	2	2
5	0			
Question 8				
0	0			
1	1		1	
2	1			1
3	10	4	3	3
4	3	1	1	1
5	0			
Question 9				
0	3		2	1
1	4	2	1	1
2	2	1		1
3	3	1	1	1
4	3	1	1	1
5	0			
Question 10				
0	0			
1	0			
2	5	1	4	
3	5	2		3
4	4	1	1	2
5	0			
Question 11				
0	2	1	1	
1	1			1
2	3	1	1	1
3	3	1	1	1
4	4	2		2
5	1		1	
Question 12				
0	1		1	
1	3	2		1
2	2		1	1
3	3	1		2
4	6	2	3	1
5	0			

* 0 never; 1 rarely; 2 usually; 3 most of the time; 4 all of the time; 5 not applicable

PUBLICATIONS FOR DISSEMINATION

One way the Workshop Center can share its services, knowledge, professional concerns and progress as well as broaden the support base and understanding for the open classroom rationale and implementation is in its dissemination activities. Among the forms of publication are position papers, occasional papers, manuals and handbooks such as curriculum bulletins, special publications and the monthly calendar of Workshop sessions.

An analysis of the content chosen for dissemination confirms the intent to advance the rationale, understanding and practice of the open education concept.

Tracing the topics addressed over the three year funding period demonstrates a consistency of project long-term goal directiveness as well as the quality of process and growth toward the project goal, namely, to offer opportunities for continuity of professional development, services for beginners in open education, and dissemination of what has been learned. (The overall objective is that the participant become an active learner himself and an active agent in his growth).

Notes from Workshop Center for Open Education, published four times a year, has as its purpose the periodic reporting of change in open education. It serves as a forum for discussion of ideas and developments in curriculum a classroom organization that Workshop Center Staff and participants find useful to share. The topics represented over the three year funding period show an expanding growing concern for the quality and structure of classroom life that foster or inhibit a child's natural growth and learning. Theoretical and practical pieces beginning in March 1972 addressed general aspects of evaluation and specific concerns and criticisms.

The Metropolitan Achievement Test was assessed and criticized for its inherent class and cultural bias and designed only to test prescribed standards said to dictate curriculum, an obviously inappropriate tool to measure natural growth, development and learning as open classroom practices promote.

Throughout the years Notes has reflected the examination of evaluation and other key educational activities and practices (structure and organization for classroom and school change, accountability, language development, parent involvement, heterogeneous groupings, etc.) have been discussed and written about so that school people might be better informed to function more thoughtfully and responsibly to effect positive educational change that will benefit children.

Other materials which are disseminated by the Workshop Center are listed below with a brief description of each:

The Workshop Center for Open Education

This is a monthly announcement in the form of a calendar prepared by the staff as a result of on-going planning and decision making based on participant specific feedback and requests, as well as determinations of beginner and experienced participant needs. The calendar represents a wide range of offerings, including:

Teaching Bilingual Children - Part of series of position papers, curriculum bulletins, and occasional papers.

I Like The Way I Am Right Now, by Jose Luis Pizarro
A story to encourage teachers to see children and children to see themselves as potential authors, writing for others as well as themselves.

Evaluation Reconsidered, by Arthur Tobier
A position paper supporting documentation on evaluating change and changing evaluation.

The Workshop Center Sampler - shared notes and references that were part of the first year and one half of the Center's existence A cross section of scheduled workshops emphasizing practical aspects of work in open classrooms. Supplementary to theoretical discussions in other center publications.

Dates of publication of Notes:

Summer 1974
Fall 1974
Winter 1974
Spring 1975
Summer 1975

Other publications for dissemination include:

Bulletin on the Role of the Advisor (about 50 pp.)

Samples of teachers' work (about 40 pp. with illustrations)

Small sampler of best workshop presentations for 1974-75

Recollections of a One-Room Schoolhouse: an Interview with Marian Brooks, April 1975

Bulletin on evaluation with samples of recording and documentation

Proceedings of Conference on The Roots of Open Education

Pictorial History of The Roots of Open Education

CHANGES RESULTING FROM PREVIOUS RECOMMENDATIONS AND EVALUATIONS

The following changes occurred during the 1974-1975 Advisory Workshop Center year as a result of recommendations and evaluations made in the previous years:

whole day use of the Center made possible through the staggering of staff work schedules;

re-assignment of staff to facilitate response to other group's requests for assistance (e.g. in-service training for teachers on release time, principal's meetings);

changes in scheduling that would permit more consistent attendance on the part of participants. For example, offering experiences in one area on the same day of the week, in the 4pm to 6pm time slot, so as to enable teachers to plan on the basis of a month;

concentrated efforts to ensure that all workshops discuss the developmental patterns of use of a particular experience or material;

re-scheduling of consultations with Workshop Center staff, individual independent work, access to films, etc., into the 6pm to 8pm time slot so as to be able to respond to the major use period of staff time;

establishment of a regular monthly meeting of teachers who make frequent use of the Workshop Center to ensure that their comments could be enlisted in making adaptations of calendar and workshop offerings;

planning according to a monthly master plan so as to reduce the amount of staff time spent in planning the 4pm-8pm Workshop calendar and thereby gaining enough time to print the calendar and to more effectively affix staff responsibility for the weekday workshops;

all arrangements - for scheduling, registration, staff assignment, etc., are constantly being examined in order to simplify them and ensure flexibility;

children have been included more in the workshops;

increase in bilingual use of the Workshop Center has received emphasis.

SUMMARY OF THREE YEARS OF WORKSHOP SESSIONS AND ATTENDANCE

The Workshop Center serves thousands of participants and visitors each year. Participants (teachers, parents, paraprofessionals, college students and school administrators) come from a range of institutional settings, including Day Care and Headstart Centers, private schools, public elementary, junior and secondary schools, City College of New York and other colleges.

In its first year of operation 3408 participants attended 209 separate Workshop Center sessions scheduled on 133 days during the period from December 4, 1972 through June 21, 1973. In its second year of operation 3798 participants attended 367 separate Workshop Center sessions scheduled on 153 days during the period from September 15, 1973 through June 21, 1974. In its third year of operation 6161 participants attended 278 separate Workshop Center sessions scheduled on 148 days during the period from September 19, 1974 through June 14, 1975. The proportionate number of scheduled sessions have decreased with each successive year reflecting decision making based on a criterion of depth rather than quantity. Throughout the same three year span registered attendance has substantially grown. It is important to point out that records of attendance have represented a major difficulty due to some very understandable reasons. It is no small task to adequately record the volume of participants who use the Center, even though continually reminded to register and even though a staff member is assigned to oversee registration during the peak hours of 4-6 p.m. The figures continue to reflect fewer participants than do attend. A digest of sessions and attendance is included.

College faculty and students have used the Workshop Center over the previous three year period by participating in, and/or staffing. workshop sessions, seminars or other professional activities.

Between November 1972 and June 1973 a total of 1,005 CCNY students attended 36 scheduled Workshop sessions.

Between July 1973 and June 1974 a total of 1,297 students attended 54 scheduled Workshop sessions.

Faculty participation figures are incomplete for both school years

Between July 1974 and June 1975 a total of 1,019 CCNY students attended 49 scheduled Workshop sessions, a decrease from the previous year.

23 CCNY faculty participated in, and/or staffed, Workshop sessions, seminars or other professional activities between July 1974 and June 1975.

BILINGUAL PERSONNEL SERVED THROUGH THE ADVISORY WORKSHOP PROJECT

Records of bilingual personnel served through the Advisory Workshop Project for the past two years were not kept. However, records of scheduled activities show that the number of scheduled bilingual sessions have increased over the last three years.

From September 1974 through June 1975 234 bilingual personnel were involved in the Advisory Workshop Project.

There are five bilingual staff members of the Advisory Workshop staff.

A total of twenty-eight bilingual workshop participants receive advisory support in their open corridors and classrooms.

Conversational Spanish sessions are offered weekly to the Workshop Staff.

The Bilingual Education staff of CCNY attends Advisory Workshop staff meetings.

CCNY preservice education students meet weekly at the Center for their Spanish class in order to re-inforce their language learnings. Unlike the typical college class, this class conducts activities (cooking, working with clay, crafts, weaving, etc.) while conversing in Spanish. The members of this class have made greater progress in their learning and use of the Spanish language than is found in members of other, more traditional classes.

Of the paraprofessionals attending the Workshop Center, at least one/half are bilingual.

Analysis of advisor's memos makes it clear that there is an increasing intensity and concentration and quantity of work with bilingual efforts (e.g. teas, classes, parents' workshops).

CHAPTER IV SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The long-term project goals included as product objectives for the third year - growth in institutional support, increased Workshop Center use by those working in bilingual classrooms, incorporating the Center's activities into the teacher education structure at City College, and deepening of participants' understanding of open classroom rationale - are all areas in which there is evidence for positive "growth toward" development.

Observations, interviews and questionnaire responses regarding the effect of the Workshop Center Advisory program on teachers and the application to their classrooms would indicate that the difference in effect is in degree, not in presence. In all classes and corridors visited the "presence" of the Workshop facility could be seen. The perceptible differences were in degrees and levels of open classroom practices and learnings applied to the classroom or corridor situation and, perhaps most important, the presence or absence of advisory workshop staff.

There is no doubt that the presence of on-going advisory staff support is responsible for the finer quality of open classroom practice within the schools visited. The follow-on support, guidance and leadership the advisory staff can offer at the Workshop Center in an onsite situation is highly valued by Workshop participants and directly contribute to the success of the goals of the total Workshop Center program. Advisory staff are also instrumental in the achieving and maintainence of on-site administrative support which is crucially important to the opening up of classrooms.

Degrees of open classroom rationale and practices were demonstrated in all classrooms visited, but in the no support Category I the low end of the "openness" spectrum was observed in contrast to the classrooms and corridors visited in the on-going support Category III. The difference among the two groups of five teachers in the number of visits to the Center shows more consistent higher attendance for those in Category III, but not enough of a difference to attribute the total effect of the Workshop Advisory program to attendance at the facility

itself. Four out of five respondents in Category III indicated that they felt they have considerable experience in the open corridor education even though the amounts of visits to the center facility, and the interview responses, show no appreciable difference between this category and the other two. Respondents with either short term or on-going advisory support tended to use the Center more for independent activities than did those with no advisory support.

The data collected strongly indicates that the presence of on-going advisory support within the school is of crucial importance to maintaining a continuing implementation and integration of the workshop program goals and objectives. This support is important from two basis perspectives: advisory support provides on-going help for teachers to build and establish their own support systems and to progress in the open education experience, and advisory support serves as catalyst for building and establishing the necessary administrative support within the schools.

The data shows that the presence of meaningful administrative support is clearly necessary to the success of opening up the classrooms. It is in this area that the workshop facility must continue and broaden its efforts:

wherever possible, advisory staff should be placed in the schools

more involvement of administrative personnel in Center programs and activities in interaction with teachers and other school personnel (not in isolation as an administrative group) is recommended.

sharing of teachers and other personnel from schools with on-going support with administrative and other personnel from schools without this support in small group work sessions is seen as a way to bring about greater administrative support

continuation of programs and activities focused on the relationship of open education and the administrative role and function is likewise recommended.

It is clear that the teachers from schools with no advisory support and little

or no administrative support must receive greater attention and help from the Center facility. Although the problem of teacher "loneliness" was addressed this year, these efforts must continue and broaden. Once again, the resource pool with personnel from schools with on-going advisory support, and a few with short term advisory support (who have managed the problem of teacher loneliness) can be shared more fully through small group, task oriented (resource linking) activities. This is recommended as a way for the Center staff to become more participant-directed in helping them to plan their own dissemination efforts and thereby broaden the project base by using and adding to, its resources.

The effect of the Workshop Center facility and program and short term or on-going advisory support is clearest in the areas of: available materials and pooling of resources; interrelationship of people and curriculum; focus on interests of the children and teacher activity that supports and encourages these interests. Teacher interaction is markedly different in the on-going support category. It is vital, constant and productive. In the other two categories teacher interaction, if it exists, is on a hit or miss basis and occurs as a result of the experiences at the Center rather than from any support given by the school administration. Center experiences are extremely valuable but are not enough. In effect we are looking at a three part, interrelated concept - the Workshop facility, the advisory support and the administrative facilitation - the strength (and on-going success and progress) lies in the interrelationship and equality of the three parts. As may be expected, the interaction of children with each other or with teachers and other adults also differs markedly among the three categories. The spontaneous, alive interaction that characterizes the Category III classroom is missing to varying degrees in the classroom of the other categories. The difference is noticeable and evidences itself in the way the children deal with the materials around them, the enthusiasm they feel and are free to show for activities and the way in which they relate to each other, to teachers and other adults. This is a level

of sophistication in this realm reached in Category III that is not approached in the other classrooms. The effect of the total Workshop Center program (including on-going advisory support and administrative support) is summed up in this quotation from a Category III teacher"

> Comparatively speaking, it's beautiful here. You don't get that violent feeling. Kids fight every day, but you don't get that underlying hostility. That, I think, comes from corridor inter-relatedness, the teacher inter-relatedness, and the children interrelating with one another. I just couldn't function under any other circumstances.

And the absence of this qualitative effect is summed up in this quotation from a Category II teacher:

> Sometimes I think the administration is schizophrenic. They want the idea of an open classroom - it looks good on paper. But, at the same time, they want 30 kids sitting at desks, looking at a book and writing quietly.

The technique of record keeping - its importance to the continuity of open education - is the most obvious area in which improvement is needed in all categories. More efforts must be made to accomplish this end. Teachers seem to understand the importance of this activity but for a variety of reasons, (i.e., too busy, other priorities) do not implement and continue recording practices. The logs, notations, records could be the most important evaluators of the open education process in the long run. For this reason alone greater emphasis must be placed on its rationale, skill and practice. This is not to minimize the importance of recording the learning process and developmental stages and project series found in open classrooms. Rather, it is to remind one of the concept of long range documentation as continued measure and evidence of the success of the concept; the shape of the future curricula for the Workshop Center; and the evaluation of teacher and children performance and continuity of development.

MAJOR FINDINGS

Continued progress toward the Workshop goal of developing good understanding and practice of open education for Workshop participants.

An increase in institutional support as a result of greater efforts by the Workshop Center to work with school administrators.

An increase in the number of open classrooms in the schools themselves.

An increase in the individual contributions of persons and methods in the process goals of the Center.

Continuation and expansion of the representation of problem solving as a major method in all areas of the program.

Emphasis on the role of the paraprofessional in open classroom practices.

An increase in the efforts by the Center to address the problem of "teacher loneliness".

Recognition and appropriate staffing and planning of the importance of advisory response to area schools' requests for assistance to the opening of classrooms.

An increase in the Workshop Center's efforts to help teachers build their own support systems, to share resources and materials.

An increase in the number and intensity of bilingual efforts.

Greater seeking and utilization of participant feedback in the planning and scheduling of the Workshop programs and activities.

Obvious difference in the effect of truly open classrooms when compared to those with no on-going advisory support, or short term advisory support.

True implementation of the principles and practices of open education in the classrooms visited; differences occurring in degree and/or level of

implementation and use.

A visible relationship between the presence of advisory staff in the schools and the high degree of understanding of open education evidenced in the classrooms and corridors; and, in the high level of administrative support and involvement.

A need for more concentrated and re-defined efforts towards the importance of record keeping.

An immense awareness on the part of the Workshop Center staff to the needs and interests of its participants that is reflected in the programs and activities offered; the ways in which the schedule is formed; and, the continued emphasis on evaluation and change.

Implementation of a monthly master plan of scheduling to facilitate participant attendance and to shorten the amount of staff time devoted to scheduling.

A growth in registered attendance as reflected in improved record keeping.

SUMMARY OF RECOMMENDATIONS

Expansion of placement of advisory staff in schools.

More involvement with school administrative personnel by the Workshop Center staff in programs and activities in interaction with other than administrative school personnel.

Sharing of school personnel from schools with on-site advisory support with school personnel from schools with both short term and no on-site advisory support in programs and activities of the Center facility.

Expansion of programs and activities focused on the relationship of open education and the administrative role and function.

Expansion and deepening of efforts to address the problem of "teacher loneliness".

Evaluation of methods of imparting and teaching importance of record keeping for purposes of making it more effective; greater emphasis on the importance of record keeping.

Continued expansion of bilingual involvement and programming

New York State Department of Education consider program for Title III funding as an Exemplary Program.

APPENDICES

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APPENDIX A

March 19, 1975

Martin Olanoff, Liaison
CUNY Advisory Workshop
Office of Educational Evaluation, Room 738
110 Livingston Street
Brooklyn, New York 11201

RE: 09-53606 Function Number

Dear Mr. Olanoff:

The enclosures represent the evaluation refinements developed to meet evaluation design revisions per Melvin Goldberg (see enclosed September 12, 1974 Consultant Budget Form), and is the result of direct consultation with Professor Lillian Weber, Project Director and Ms. Nan Schwartz, Project Coordinator.

Sincerely,

Patricia A. Bull

PAB:lj
cc: M. Goldberg
L. Weber
Encs.

PATRICIA A. BULL ASSOCIATES
HARMONY HILL ROAD, 6 EAST • ALBANY, NEW YORK 12203 • [518] 456-2712, 456-1065

APPENDIX A

CITY COLLEGE ADVISORY WORKSHOP EVALUATION

FUNCTION NUMBER: 09-53006 CONSULTANT-EVALUATOR: Patricia A. Bull

(The following is in accord with the understandings discussed and agreed to as a result of Melvin Goldberg's September 12, 1974 revision of the 1974-1975 Evaluation Design prepared by Wayne Williamson. See September 12, 1974 attachment.)

I. EVALUATION DESIGN

A. The Board of Education Title III Consultant-Evaluator will evaluate classrooms, observe and interview teachers and review reports and data that cover the three year period of funding in order to write a final evaluative report. The classrooms that will be evaluated will be classrooms of teachers who have used the CUNY Advisory Workshop Center. The teachers who will be observed and interviewed will be teachers who have used the Center. The task will be to evaluate the effect that the Advisory Workshop Center has had on teachers with varied amounts of experience with, and advisory support from the Center.

1. A total of fifteen teachers will be observed and interviewed in accord with the following categories:

1.1 five teachers who have made use of the Advisory Workshop Center over a period of time and are implementing open classroom practices in their classrooms and who have no additional advisory support, doing it solely from Workshop Center contacts.

1.2 five teachers who have used the Advisory Workshop over a period of time and are implementing open classroom practices in their classrooms who have had short-term advisory support.

1.3 five teachers who have used the Advisory Workshop on an on-going basis and are implementing open classroom practices in their classrooms and who have had on-going advisory support on a long-term basis.

B. The Advisory Workshop Project evaluation activities are to:

1. Assess individual contributions of persons and methods in the process goals of the Workshop Center for the third year implementation as contained in the program proposal.

2. Review past project reports and findings covering the three year funding period in order to prepare a summative, historical and descriptive report.

3. Schedule a total of 28 Workshop Center and classroom visits as determined by Project Director and arranged by Project Coordinator.

4. Develop an instrument to:

4.1 record observations of participants who use the Workshop Center and assess the teacher's progress in:

a. reorganizing the classroom so that materials are

available for the children's use in different areas of the classroom.

B. reorganize the classroom materials in response to the children's uses so as to encourage and provide for their free selection of materials.

c. organizing individual and group classroom workspace to foster classroom interaction between and among all members of the class.

d. organizing the classroom to encourage and support the child's participation in the care of materials.

e. organizing the classroom in ways that indicate the teachers respect for the value of each child's work in ways that foster the child's respect for each other's work.

4.2 assess the absence or presence of the pool of resource materials available to the children.

4.3 assess the teacher's planning based on her observations of the children's use of the materials, their activities and experiences, interests, needs and development.

4.4 assess the teacher's choice of activities and experiences for the children as coming increasingly from the pool of resources which have been developed.

4.5 interview teachers to determine the extend to which administrators support teacher's implementing open classroom practices.

4.6 provide data on bilingual personnel involved in Advisory Workshop Project including:

a. City University faculty

b. Open classroom personnel

The following instrument has been developed in order to record observations of classrooms and assess the teacher's progress in implementing open classroom practices.

APPENDIX B

SAMPLE QUESTIONNAIRE COMPLETED BY TEACHERS

CITY COLLEGE ADVISORY WORKSHOP CENTER FOR OPEN EDUCATION

Please complete this questionnaire to provide needed information for a third year ESEA Title III Project evaluation. Thank you.

Patricia A. Bull
Consultant - Evaluator contracted by the Office of Educational Evaluation
Board of Education
City of New York, 1974-75

_____ Name _____ Date

_____ School _____ Borough _____ District _____ P.S. #

Section I

1. How many years have you taught? _____

2. What grade levels have you taught? _____

3. What grade level(s) are you presently teaching? _____

4. Are you participating in a bilingual program? _____Yes _____No

5. Are you presently a part of an Open Corridor Program? _____Yes _____No

6. Please give an approximate indication of the extend of your teaching experience in open education. (Check one)

   A). Investigating/thinking about it. _____
   B). Beginning involvement. _____
   C). Considerable experience. _____

   Additional Comments: _____

   _____

   _____

7. Does your school have an assigned Advisory Workshop Center staff member?
   _____Yes _____No

8. In implementing open classroom practices in your classroom, check the space which most accurately represents the advisory support which you have received.

   No advisory support. _____
   Short term advisory support. _____
   On-going advisory support. _____

9. How did you learn about the City College Advisory Workshop? _____

_____

_____

10. Estimate the approximate total number of visits which you have made to the Workshop Center. _____

11. In which of the following ways have you used the Workshop Center? (Check all that apply)

a. _____to participate in planned activity workshops (e.g., "make and take," "movement," "cardboard carpentry," etc.)

b. _____to participate in a series of planned workshops on a given topic (e.g., "Fact, Fantasy and Feeling," Reading, Drawing, etc.)

c. _____to work individually on explorations not necessarily connected with any of the planned workshops listed on the Workshop Center Calendar

d. _____to drop in informally to browse

e. _____to attend formal talk(s)

f. _____to attend planned discussion session(s)

g. _____to talk with workshop staff about specific problems

h. _____to try something new you had never done before

11b. In which of the ways listed in Question 11,did you make greatest use of the Workshop Center? (Indicate by letter, and limit your choice to two.)

(1)_____ (2) _____

12. Which one (or combination) of the factors listed below describes your major reason(s) for not returning more often?

a. _____inconvenience of location
b. _____inconvenience of hour
c. _____inconvenience of sign-up procedure
d. ____Center duplicates resources you are using elsewhere
e. _____limited value of the Center's offerings for your own needs/purposes
f. _____insufficient space and/or facilities to do your own exploration
g. _____lack of time or personal constraints
h. _____intended to attend only once
i. _____other, please specify _____

13. Have other teachers from your school attended the Workshop Center? ___Yes ___No

13a. If yes, how frequently? _____Only a few times ___On a fairly regular basis

14. Have administrators from your school attended the Workshop Center? __Yes ___No

14a. If yes, how frequently? ___Only a few times ___On a fairly regular basis

SECTION II

0 never 1 rarely 2 usually 3 most of the time 4 all of the time

5 not applicable

___1. I reorganize my classroom so that materials that are available to the children are found in different areas.

___2. I reorganize my classroom materials in response to the childrens' uses (so as to encourage and provide for their free selection of materials).

___3. I organize individual and group classroom workspace to foster classroom interaction between & among all members of the class.

___4. I organize the classroom to encourage and support the child's participation in the care of materials.

___5. I organize the classroom in ways that indicate my respect for the value of each child's work in ways that foster the children's respect for each other's work.

___6. I have developed a pool of resource materials other than that furnished by a prescribed syllabus.

___7. I base my planning on observations of children's use of the materials, their activities and experiences and on my knowledge of their interests, needs and development.

___8. My selection of activities and experiences for the children increasingly comes from the pool of resources I have begun to develop.

___9. I keep a record (notebook) of my experiences at the Workshop Center and use this material as a collection of curricular possibilities for planning.

___10. I take note of the Children's free selection in the use of materials and from these observations of children's uses, interests and actual developments I develop curricular projects.

___11. I encourage the children's recording of each selection and use and incorporate my own and the children's notations fro my future planning and adaptations.

___12. I am mostly responsible for the choice of the supplies and materials, paid for by the school, that are utilized in my classroom.

APPENDIX C

CRITERIA OBSERVATION SHEET: COMPLETED BY EVALUATOR IN CLASSROOM OBSERVATION

0 never 1 rarely 2 usually 3 most of the time 4 all of the time

5 not applicable

___1. I reorganize my classroom so that materials that are available to the children are found in different areas.
Observation as above: ___children move freely about the room without asking permission
___spatial arrangements are flexible

___2. I reorganize my classroom materials in response to the childrens' uses (so as to encourage and provide for their free selection of materials).
Observation as above: ___materials are readily accessible to children
___the teacher tries to modify the content and arrangement of the classroom based upon her observation and reflective evaluation of the childrens' growth
___children work directly with manipulative materials
___many different activities go on simultaneously
___space is divided into activity areas
___activity areas provide for a vareity of potential usage and allow for a range of ability levels

___3. I organize individual and group classroom workspace to foster classroom interaction between & among all members of the class.
Observation as above: ___talking among children is encouraged
___children help one another
___there are few fixed time periods
___children generally work individually and in small groups
___children generally group and re-group themselves through their own choices

___4. I organize the classroom to encourage and support the child's participation in the care of materials.
Observation as above: ___materials are readily accessible to children
___children work directly with materials
___children move freely about the room without asking permission
___there is an overall sense of community of mutual respect and cooperation
___books are supplied in diversity and profusion
___the teacher permits and encourages the child's self directed use of materials

___5. I organize the classroom in ways that indicate my respect for the value of each child's work in ways that foster the children's respect for each other's work.
Observation as above: ___there is an overall purposefulness and a sense that the children value their work and their learning
___there is an overall sense of community of mutual respect and cooperation
___children generally work individually and/or in small groups
___children help each other
___teacher respects the children's ideas, choices, interests
___there is room in classroom scheduling for the child to move toward interests

___6. I have developed a pool of resource materials other than that furnished by a prescribed syllabus.
Observation as above:
___the environment presents a balance of commercially prepared materials and materials brought in or developed by teacher and students
___common environment materials (plant life, rocks, pets, egg cartons, etc) are used
___manipulative materials are supplied in great diversity and range with little replication (i.e. not class sets)

___7. I base my planning on observations of children's use of the materials, their activities and experiences and on my knowledge of their interests, needs and development.
Observation as above:
___the teacher tries to modify the context and arrangements of the classroom based upon observation of children's use of materials
___activity areas provide for a variety of potential usage and allow for a range of ability levels
___the teacher does not group children by ability according to tests or other means
___the teacher sometimes gathers the whole group for activities
___the teacher becomes actively involved in the work of each child as one who seeks to help him/her realize his goals and potential

___8. My selection of activities and experiences for the children increasingly comes from the pool of resources I have begun to develop.
Observation as above:
___teacher seeks information about new materials
___the basis for the child's learning at the primary level is his interest and interaction with the materials
___instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen partially through the introduction of related materials
___activities do not arise from pre-determined curricular

___9. I keep a record (notebook) of my experiences at the Workshop Center and use this material as a collection of curricular possibilities for planning.
Observation as above:
___a log of experiences is maintained and used by the teacher

___10. I take note of the Children's free selection in the use of materials and from these observations of children's use, interests and actual developments I develop curricular projects.
Observation as above:
___a log of curricular possibilities including observations, interests, use and development notations.
___notations by teacher of instances for use as starting points of a child's increasing concentration, unusual use of resources, special interests, etc.

___11. I encourage the children's recording of each selection and use and incorporate my own and the children's notations for my future planning and adaptations.
Observation as above:
___child's use of checklist
___teacher often requires a daily notation from the child on his/her use of an area

___12. I am mostly responsible for the choice of the supplies and materials, paid for by the school, that are utilized in my classroom.
Observation as above: Interviews

APPENDIX D

INTERVIEW WITH TEACHERS REGARDING
CHANGES IN INSTITUTIONAL SUPPORT

Indices upon which Questions will be Based

1. Teacher is encouraged to develop materials in support of open-classroom curricular possibilities (i.e., decreased use of prescribed syllabus with fixed objectives).

2. Teacher is encouraged to develop materials on varied levels.

3. Institutional support for open classroom is seen where school funds are used for materials needed for open-ended curricular use.

4. Teacher demonstrates acceptance of individual and group use of centers and that some materials will be used autonomously by children and some materials are used according to teacher organization and under teacher direction.

5. Planning and recording practices change as described.

6. Supervisory practices change to support the teacher's implementation in support of the child's growth; from evaluation ratings to advisement; for the continuity of teacher development.

7. School or systems arranges time for teacher development sessions and a professional library of books and resource materials.

8. Supervisory evaluation of teacher performance reflect an acceptance of changes in the classroom and teacher's organization, planning and record keeping.

Interview Questions

1. Do you feel that there has been any change in the school administration since your utilization of the open classroom concepts in your classroom?

2. With the changes you've made in the physical set-up of your classroom and/or the introduction of non-prescribed materials:
   2.1 have you received any support-formal or information from your principal?
   2.2 what form has it taken?

3. Are teacher development sessions a part of your school routine?
   3.1 describe them

4. Do you feel that your open classroom practices have the support of your administration?
   4.1 how much?
   4.2 in what ways?

Education 7975l
Professor...Dr. I. Weber
Date...December 10, 1974

Log I
Excerpts from Weekly Log
Term Ending Jan. 1975
First General Session Sept. 10, 1974

The General Meeting was conducted by Dr. Lilian Weber. This was the first session and she introduced members of the Workshop staff, outlined the requirements of the course and stressed attendance and participation in workshop activities.

Requirements of Course

1. Keep a log. Each student is to write up an account of at least six sessions that were fruitful.
2. Attendance was very important and they must reflect activities in the classroom activities of the teacher. However, the student must vary her interest. The student should attend a series of workshops covering a variety of subject areas. She should feel free to consult with workshop officials and ask for help.
3. Sessions. Each student paid $1.00 and was given a calendar for the month. This calendar outlined the daily activities of the workshop. One important part of this aspect of the workshop was the freedom of choice and latitude afforded each student. The student was permitted to choose his activities, but he could only attend two sessions on a given topic. He was required to have his card signed at the end of each session. An instructor must sign his card - 12 sessions.

General Sessions Three (3) general sessions were planned. This brings the number of sessions to 15 for the semester.

Participation Participation was important. The students were encouraged to become active participants in each activity of the workshop. We were encouraged to solicit as well as give ideas. Sharing was an important aspect in learning.

APPENDIX E

Dates to Remember

a. Monday, September 23rd. Make and Take Materials in Reading and Math.

b. Tuesday, September 24th. Make and Take Reading/Classroom Organization.

c. Saturday, September 10th. 10 A.M. - 2 P.M.

d. October 29th. General Session

Comments on Lecture by Dr. Weber

After the formalities of the requirements of the course, Dr. Weber discussed Classroom Organization.

This was discussed under the following headings.

1. a) Theory behind the informal classroom organization. Why do you arrange rooms in areas?
   b) Reasons for change must stem from knowledge of children's learning.
2. a) Organizing - The Physical Aspects of the room should show storage, workspace, whole group areas, quiet places, work in progress areas and display corners.
   b) Safety rules apply both in traditional and formal class.

Comparison with Traditional Classroom

Dr. Weber in her discussion of this topic, compared the traditional and informal classroom.

In the traditional she illustrated that the teacher sees all children in the same way. The result is a bell curve. In traditional education this difference is deficit e.g. it ranges from 100, 99, 98, 97 etc. She proposed that as educators we should look at children not as deficit but as a possibility for learning. We must acknowledge individual differences and plan accordingly.

Secondly, traditional education has one very important ingredient - psychological reaction - that of isolation. Subject areas are taught in isolation for the most part. The school stands apart from the home and as soon as the child gets there, there is a sudden severance of the social aspects of home life.

Subject matter is taught because the curriculum requires it. It does not extend across areas but must be completed in a given time and in a specified sequence.

The Informal Classroom seeks to bridge the gap. It seeks to extend for a little longer some of the socialization processes that are dear to the child; and which puts him at ease with his surroundings. It tries to hold experiences longer.

Reasons for Change as it Affects Learning

Keep four (4) things in mind:

1. Individual Differences.
2. Unevenness of Growth.
3. Interaction between individuals.
4. Interest. Keep children's interest high. Motivate them because learning is high when interest is high. Allow pupils to pursue areas of interests and help him to grow therein.

I enjoyed the discussion. Many students, including myself took part and we came away with the determination to perfect our efforts (those of us who had opened up our classroom).

Others were stirred and/or inspired to start. Of course, there were many unanswered questions in a beginner's mind but with guidance that Dr. Weber offers, as well as that of her staff. one should have no fear to bring some joy, hope and accomplishment back to every child in a classroom — be that achievement big or small. If only teachers can make classroom atmosphere tolerable or comfortable, then children will want to come and will want to learn.

Result. I went back to C.S. 6X and took a look at my class. This year, I have a very, very slow class. But as I took a closer look at them, I rearranged my class and grouping and believe me after two weeks, with this new inspirational talk I started to work. My class is moving ahead slowly at first, but with less behavior problems and more interesting work.

APPENDIX E

Log II

Date... September 23, 1974 -- Monday
Topic.. Language Extensions

I attended this workshop because I wanted to get more new ideas and materials that I could use with my third graders who were working on the first grade level.

I needed manipulative materials as well as suggestions on how and where to begin.

Emphasis: was on a) Sources of language
b) Games
c) Continuity of Experience

These three aspects of reading were discussed.

Source

Language comes first from

1) Life experience e.g. taking care of the baby.

2) Dramatic play — pupils act out the part of character e.g. mother baking a cake.

3) New experiences — Pupils like to talk and share it with others.

Most of these in categories 1 to 3 are oral at first, then as child masters the rudiments of reading and writing he wants to record his experiences.

4) Literature — Children learn much from story-telling, dramatization of same, puppetry, nonsense rhymes and simple poems as well as from the written word, once they have mastered the symbols and sounds.

5) Media — Be it the radio, television or recorded songs or phonics, children love to listen. Then when listening is joined to seeing as on T.V. — the telephone hour on Sesame Street. Capt in Kangaroo, they become interested. They feel that they are part of the scene — really actors on the screen. They become part of the act, and in so doing, assimilate much more than we think.

These above mentioned characteristics have a relationship to formal reading and the experiences of the child. To really foster and assimilate what was learned one must feel the need to

APPENDIX E

Sample Student Log (Excerpts)

of Advisory Workshop Experience in an Education Course

"Workshop 1

This first workshop chaired by Professor ... informed the members about the nature of the beast, so to speak. She told us what the course would offer us and what was expected of us.... the course is precisely what I thought it would be and I am looking forward to it.

At this point in my development, I am teaching seven years and completing my masters (also twenty years a mother). I felt it would be much more beneficial to be able to participate in workshops in areas I want and need additional insight into than to take one course in one subject area. I also on occasion visited the Center and had wanted to spend time there exploring the materials and libraries. This course afforded me this opportunity.

Professor ... also gave us a guided tour of the Center and I registered for Make and Take Reading on Monday, September 23.

Workshop 2 Make and Take Reading - September 23, 1974

As is my way, I took my time looking at all the items available, jotted down notes and drew diagrams of some of the games for future reference.

Considering the type of class I have, what I have available in my classroom, and my own adeptness at making things, I decided upon a shape and color board. I am pleased with what I made. It practically looks store bought (a compliment in this case). It has given me a little more confidence to try another. The items will be worthwhile in the classroom and the children will enjoy it.

Out of the corner of my eye I saw something a woman made in the Math Make and Take. I registered to come to the Center the next day.

APPENDIX E

Workshop 3 Make and Take Math - September 24, 1974

I proceeded in the same manner as the previous day, adding a list of math publications which I intend to explore.

I had already known what I was going to make. I suppose it is called a number board. I actually sawed a piece of wood to the desired size, made a stand and used hammer and nails to complete the task. The following day in school, (using oaktag) I made simple discs. At this point the children are using it to count by 1's -- I hope to make other kinds of number pictures, and to find the concept of a number.

I also like this item because it had the refreshing aspect of a new dimension. Our games are generally flat on the desk and this one had height and space around it.

I found the math library intriguing.

Workshop 4 Breakthrough to Literacy - October 2, 1974

... Becomming acquainted with the Breakthrough to Literacy program and meeting Mrs. ... were both a worthwhile experience.

In my classroom I teach the method of reading which is best described as the mellow method -- it is a conglomeration of everything I am and I am always looking to gain additional insight from new thinking. This workshop provided this. I found this workshop very provocative and stimulating.

This year I have a readiness class of first graders whose experiences are very lacking in all areas, particularly in language and communication....

...I intend incorporating it.... My class will do well....

Workshop 5 Dramatics for Young Children - October 7, 1974

My class needs a good deal of language experience and dramatics is an important way to provide this. I registered for this workshop because I wanted to become more knowledgeable and to be exposed, once again, to the wisdom of ....

I found the workshop very satisfying as I did gain additional insight into the art of dramatics and it stimulated my thinking.

APPENDIX E

Workshop 6 Movement With Poetry - October 10, 1974

I love the poetic art form. I enjoy not only reading poetry, but listening to poems in records or on a stage performed by actors. I am also very interested in movement stemming from a problem at home and in the strong belief that movement should be an integral part of our early childhood curriculum. My research project is i[illegible] movement and visual discrimination.

As my class this year needs an enriched language experience and an ongoing movement program, I felt this workshop would help me in both respects.

I found the workshop to be enjoyable and at its conclusion was glad that I had participated, ...

Workshop 8 Class Meeting - October 29, 1974

...

Workshop 9 Science and Toys - November 4, 1974

This workshop was divided into two parts; the first part was a discussion, led by ... about various toys which could be made by a classroom teacher to help her teach scientific concepts. The second part of the workshop was ... to make a scale which will be very useful in my math corner.

Once again I found the workshop interesting and informative. Hopefully, when time allows, I can further my knowledge in this area and become a better teacher.

Workshop 11 Folktales - December 5, 1974

I was the only student participating in this workshop, however, Professor ... did not elect to cancel it and we spent the time profitably.

Professor ... had many examples of books of folktales from various sources and a number of names, addresses and telephone numbers of resources to be contacted for specific information. He also gave me the benefit of his opinion about the art of folk telling and interpretation.

Too bad that other people had to miss this very interesting subject.

Workshop 15 Holiday Art - December 14, 1974

I found this Staurday morning workshop fun, creative and worthwhile. Many new materials were available and I was exposed to many new and creative ideas. I made a Christmas tree ornament which I know my children will also be able to do when offered similar materials."

APPENDIX F

SUMMER INSTITUTE IN OPEN EDUCATION - (instituted in 1971)

General plan for sharing Summer Institute experience with Advisors:

Introduction: philosophical, psychological background; overview of practical applications.

sample records available for study

graphic representation of key aspects

Staff Development session: brief examination of process of observing
what is it?
how does one do it?
what are practical elements?
what does one do with the observations?

group discussion of an observation of a child

questions raised by group

Outline of possibilities for future sessions (initial focus determined):

Documentation of reading process through reading biographies
- phenomenology of the reader
- calendar for collection of and study of material
- problems of observing, recording
- study of reading biographies from previous years

Interests of small groups

- philosophical, psychological basis for the study of the person
- practical problems in observing, recording
- methods of documenting the curriculum
- record-keeping as it relates to a particular school or setting
- documentation of children's work
- problems in use of observation, recording and documenting for staff development
  - role of advisor
  - relationships to more experienced teachers

Bibliography, sharing of articles for future discussions

APPENDIX G

Open Corridor Program
Volunteer Information Work Sheet

Please check what you would like to do:

Volunteer to assist in the classroom_____

Days you are available_____

Hours you are available_____

Volunteer to help with special activities (your interests, talents)

dancing, music, drama_____

sewing, macrame, needlework_____

construction, woodworking_____

other_____

Volunteer to accompany the class on trips_____

Volunteer to take a few children on a mini-trip_____

Help locate any of the following materials FREE or CHEAP

Fabric, yarn, feathers, fur pieces

Buttons, beads, ribbon, cork, shells

Boxes (all different sizes and shapes)

Magazines (National Geographic, Ebony, McCall's, etc.)

Typewriters, egg timers, hour glasses, clocks

Wood, screws, screw drivers, sand paper, hammers

Wall-paper samples, pipe cleaners, wrapping paper, contact

Book shelves, small tables, carpeting

Anything else that you can contribute to creative projects

Other suggestions, ideas, talents, resources_____

Name_____ Child's name_____
Address_____ Child's class_____
Telephone Number_____

Measures of growth other than Standardized Tests

30D. This question is designed to describe the attainment of approved objectives not normally associated with measurement by norm referenced standardized achievement tests. Such objectives usually deal with behavior that is indirectly observed, especially in the affective domain. For example, a reduction in truancy, a positive change in attitude toward learning, a reduction in disruptive behavior, an improved attitude toward self (as indicated by repeated interviews), etc., are frequently held to be prerequisite to the shift toward increased academic achievement by disadvantaged learners. Where your approved measurement devices do not lend themselves to reporting on tables 30A, B or C, use any combination of items and report on separate pages. Attach additional pages if necessary.

Component Code	Activity Code	Objective Code	
6 5 5 2 0	7 1 6	8 1 9	52

Brief Description To improve participants' understanding of the concept and operation of open classrooms and to help them in classroom reconstruction and organization and in the use of materials within that enviornment.

Number of cases observed: 1 5 Number of cases in treatment:

Pretreatment index of behavior (Specify scale used): There is no established pre-treatment index of behavior. The evidence of need is expressed through the number of participants attending the workshops for the first time and the extent of participation once begun together with their comments regarding their needs and the benefits derived through their participation in the workshops.

Criterion of success: A continued process of growth and development

Was objective fully met? Yes [ ] No [X] If yes, by what criteria do you know? The process objectives of growth and development were well served. However, in terms of completed end products, the objective cannot be fully met since there is no terminal goal in the strict sense of the word.

Comments: